



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1974 E Meadow Dr, Tempe, AZ 85282

Tempe Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Diane Veine  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-5  
2004 Enrollment : 630  
Web Address : [www.tempeschools.org/Curry](http://www.tempeschools.org/Curry)  
Phone Number : (480) 967-8336  
Fax Number : (480) 894-4008  
E-mail : [dveine@tempeschools.org](mailto:dveine@tempeschools.org)

### Mission

Our mission is to prepare students academically and socially to contribute as responsible and respectful members of a global community. Students learn best when they are actively engaged in the learning process. Differentiated instruction and digital learning are used to meet the needs of each individual child. We value collaboration and academic excellence. We are a community of learners.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Sixty-five percent of the students will meet or exceed proficiency levels in reading on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in math on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in writing on district and state assessments.

### Enrollment

October 1, 2003 School Year Student Enrollment : 583  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 194

## Instructional Programs

- ü Free Full-day Kindergarten
- ü General Music/Choir/Band and Orchestra
- ü Physical Education
- ü Special Education for Resource & Gifted

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

The Curry staff will provide quality instruction to meet the needs of each child. They will model the six pillars of character. The staff will provide a safe and cooperative learning environment. They will promote parental involvement and dialogue.

### Parents

The Curry parents will read with their child nightly and assist with homework. They will have their child to school daily and on time. The parents will support the six pillars of character. They will volunteer, attend conferences and special events.

## Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Reading First and Character Counts Grants Received	2003
ü Tempe Diablos Award Winner	2003
ü Impact Award Winner	2003
ü Project Venture Site	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1518	75509	100	99	100	500	512	521	23	17	13	31	25	23	24	32	33	22	25	31
All Students (Prior Year)	86	1457	75372	98	100	100	521	516	523	9	11	9	36	29	25	28	35	36	27	25	30
Female	42	737	37013	100	100	100	500	512	522	24	15	12	32	29	24	24	31	33	21	25	31
Male	48	779	38430	100	99	99	500	512	521	23	19	14	30	23	22	25	33	33	23	25	31
African American	11	165	3660	100	100	99	482	488	496	55	29	24	9	32	31	18	24	28	18	15	18
Hispanic	37	679	30486	100	99	99	484	502	505	24	16	18	44	31	29	20	38	32	12	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	34	490	35192	100	99	99	520	530	534	12	12	8	29	20	19	29	31	35	29	37	39
Students with Disabilities	12	196	9708	100	100	100	478	481	489	13	43	32	63	25	27	25	18	24	0	15	17
Students without Disabilities	78	1322	65801	100	99	98	502	516	525	24	14	11	27	26	23	24	34	34	24	27	33
Limited English Proficient Students	13	400	16928	100	100	100	457	479	485	0	25	29	100	34	33	0	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	56	972	36411				476	497	503	36	23	19	34	29	29	20	33	32	9	15	20
Non-Economically Disadvantaged	34	546	39040				530	531	534	6	10	8	26	21	19	29	31	34	38	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1520	75492	100	100	100	507	512	519	20	16	12	27	19	16	33	45	47	20	20	24
All Students (Prior Year)	85	1454	75221	97	100	100	517	519	523	13	10	8	11	19	16	59	52	56	17	18	21
Female	43	738	37014	100	100	100	513	517	523	18	12	10	26	17	15	32	49	48	24	22	27
Male	50	780	38400	100	99	99	502	508	516	22	20	14	27	20	17	33	41	47	18	18	21
African American	11	165	3665	100	100	99	494	500	505	36	23	20	18	27	22	27	40	43	18	10	14
Hispanic	37	679	30438	100	99	99	496	507	508	24	16	17	28	19	21	44	52	47	4	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	34	490	35177	100	99	99	524	522	528	9	12	8	26	15	13	29	42	49	35	31	31
Students with Disabilities	12	196	9707	100	100	100	470	482	495	50	48	33	38	23	21	13	21	33	0	9	13
Students without Disabilities	81	1324	65785	100	99	98	511	516	522	17	12	10	25	18	16	35	48	49	23	22	26
Limited English Proficient Students	13	400	16905	100	100	100	441	487	489	100	34	34	0	28	28	0	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	56	972	36302				495	504	507	30	21	18	34	21	21	27	46	46	9	12	14
Non-Economically Disadvantaged	37	548	39164				521	523	528	9	10	8	17	16	13	40	44	48	34	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1507	75053	100	99	99	598	620	597	8	6	7	15	9	12	68	73	72	9	12	9
All Students (Prior Year)	84	1431	73654	95	99	99	525	529	530	11	11	9	14	14	13	70	65	70	5	9	7
Female	42	732	36872	100	99	99	642	650	621	3	3	5	15	6	9	68	75	74	15	16	12
Male	48	773	38109	100	98	99	564	593	573	11	9	10	16	11	14	68	71	69	5	9	6
African American	11	163	3636	100	99	99	655	590	568	0	10	12	18	10	16	64	75	67	18	6	6
Hispanic	37	677	30235	100	98	98	589	617	575	12	4	9	8	9	14	72	75	70	8	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	34	485	35028	100	98	99	588	632	613	6	6	6	21	9	10	68	71	73	6	15	11
Students with Disabilities	12	195	9625	100	100	100	532	540	530	38	24	21	13	16	21	50	56	55	0	4	4
Students without Disabilities	78	1312	65428	100	98	98	605	631	604	4	4	6	16	8	11	70	75	73	10	14	10
Limited English Proficient Students	13	400	16765	100	100	100	374	574	525	100	13	17	0	13	20	0	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	56	966	36077				569	597	566	9	8	10	16	10	16	68	75	69	7	8	5
Non-Economically Disadvantaged	34	541	38950				635	650	618	6	4	5	15	6	9	68	71	73	12	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1354	76019	100	99	100	496	495	499	14	15	14	42	40	39	4	11	14	39	34	33
All Students (Prior Year)	100	1410	76230	100	100	100	505	499	498	9	12	12	42	39	38	12	12	12	38	37	37
Female	33	655	37207	100	100	100	501	495	499	19	14	12	35	40	41	3	13	14	42	34	33
Male	48	699	38677	100	99	100	493	495	498	10	16	15	48	40	38	5	10	13	38	34	34
African American	11	179	3817	100	100	100	509	474	475	9	21	23	45	51	47	9	9	11	36	19	18
Hispanic	37	617	29458	100	100	100	477	488	480	18	17	20	61	43	48	0	11	12	21	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	25	404	35880	100	98	100	515	514	515	12	9	7	20	31	32	4	12	16	64	47	45
Students with Disabilities	19	193	9786	100	100	100	464	455	457	24	41	39	59	41	40	0	4	7	18	14	13
Students without Disabilities	62	1161	66233	100	99	99	507	501	503	11	11	11	37	40	39	6	12	14	46	37	35
Limited English Proficient Students	21	342	15206	100	100	100	461	463	459	18	26	31	82	57	53	0	8	7	0	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	48	832	35714				489	485	480	12	17	20	51	46	47	5	11	12	32	26	20
Non-Economically Disadvantaged	33	522	40266				507	509	513	17	12	9	30	31	33	3	12	15	50	45	43

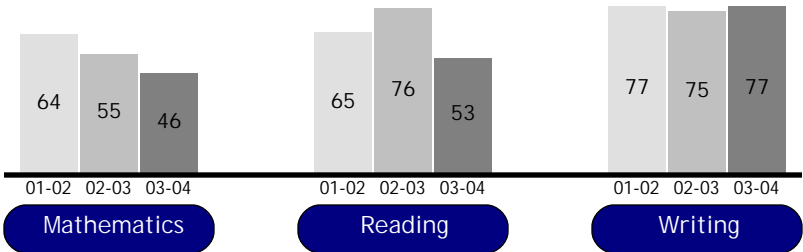
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1349	76020	98	99	100	501	498	503	36	33	25	20	23	23	33	36	40	11	8	12
All Students (Prior Year)	101	1405	76202	100	100	100	502	502	505	17	20	19	29	27	24	44	43	46	10	10	11
Female	32	653	37213	100	99	100	506	500	504	31	27	22	24	25	23	38	39	42	7	8	13
Male	46	696	38666	96	99	100	498	496	501	41	39	29	16	21	22	30	32	38	14	8	12
African American	11	179	3819	100	100	100	493	489	494	45	45	37	18	27	26	27	25	31	9	3	6
Hispanic	34	614	29442	92	99	99	490	494	494	50	36	37	17	26	26	29	31	31	4	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	25	401	35890	100	98	100	521	509	511	17	19	15	17	18	20	46	48	48	21	15	18
Students with Disabilities	16	190	9784	89	99	100	483	479	485	58	72	58	25	14	19	0	10	19	17	4	4
Students without Disabilities	62	1159	66236	100	99	99	505	501	504	31	27	23	19	24	23	41	40	42	9	9	13
Limited English Proficient Students	18	338	15198	90	100	100	481	482	483	71	62	59	14	27	25	14	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	45	829	35703				492	493	494	42	40	37	22	26	26	31	29	31	6	5	6
Non-Economically Disadvantaged	33	520	40274				512	505	509	30	24	17	17	18	20	37	46	47	17	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1350	75673	100	99	100	558	528	530	6	12	12	27	28	25	55	56	58	12	4	4
All Students (Prior Year)	100	1372	74692	100	98	99	509	499	502	6	17	18	35	30	27	53	46	47	5	7	8
Female	33	654	37099	100	100	100	598	549	548	0	7	8	23	25	22	60	62	64	17	6	6
Male	48	696	38441	100	99	99	525	508	513	11	17	16	30	31	29	51	49	52	8	3	3
African American	11	177	3791	100	99	99	566	512	506	18	16	18	18	28	29	45	54	50	18	2	3
Hispanic	38	618	29305	100	100	99	510	511	507	8	15	16	35	31	31	54	52	51	4	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	25	402	35760	100	98	99	606	556	550	0	8	9	21	23	21	63	60	64	17	8	6
Students with Disabilities	20	194	9706	100	100	100	489	453	462	29	40	36	29	34	32	36	23	31	7	3	1
Students without Disabilities	61	1156	65967	98	99	99	576	538	536	0	8	10	26	27	25	60	60	60	13	5	5
Limited English Proficient Students	21	340	15115	100	100	100	503	477	471	10	23	26	30	35	38	60	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	49	832	35541				545	513	504	8	14	17	28	32	31	56	52	50	8	2	2
Non-Economically Disadvantaged	32	518	40091				576	548	550	4	10	9	25	23	21	54	60	64	18	7	6

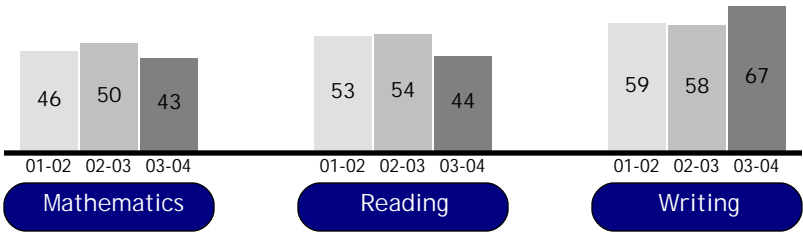
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	39	38	44	95	44	42	50	93	48	NA	58
	Language	93	31	31	39	97	34	33	43	97	38	44	50
	Mathematics	93	55	46	52	98	61	49	57	96	65	57	64
3	Reading	100	42	34	43	90	41	38	47	96	44	NA	55
	Language	100	46	40	50	90	50	45	54	98	49	54	61
	Mathematics	100	45	42	50	97	45	44	54	96	43	54	61
4	Reading	99	44	38	47	98	46	42	52	94	47	NA	56
	Language	99	44	38	45	98	46	40	48	96	49	45	52
	Mathematics	99	48	43	52	100	54	46	57	95	57	51	61
5	Reading	99	51	39	46	98	43	41	50	100	53	NA	55
	Language	99	45	35	43	98	51	38	46	100	48	43	49
	Mathematics	99	55	46	54	98	63	50	57	100	62	59	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Curry Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Student Achievement
- ü Curriculum and Assessment Issues
- ü Budget
- ü Extracurricular Programs
- ü Parent Involvement
- ü Facilities

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	5.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	1	0	0
10 or more years	4	13	1	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- ü iMac Computer Lab with Internet
- ü Library
- ü Computers in Classrooms with Internet

### Extracurricular Activities

- ü Before/After School Clubs
- ü PTA Sponsored Events
- ü Student Council
- ü YMCA Sponsored Clubs

### Social Services

- ü Arizona State University Intern Site
- ü Before/After School Kid Zone
- ü Breakfast/Lunch/Summer Programs
- ü Counseling Services



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Curry School received a Reading First Grant. A core reading program to assure explicit and systematic teaching of reading skills was successfully implemented. The staff attended Reading Academies and acquired greater expertise in teaching reading.
- ü Dynamic Indicators of Early Literacy Skills (DIBELS) was used to establish benchmarks and monitor student progress in reading. Frequent assessments from the core reading program were also used. Seventy-one percent of Kindergarteners reached benchmark.
- ü Curry School received a Character Counts Grant. Six pillars of character: respect, responsibility, caring, citizenship, trustworthiness and fairness were taught. There was an increase in the number of students who demonstrated appropriate behaviors.
- ü Curry School focused on differentiated circles of learning in reading and math. This approach had a positive impact on achievement. Every student had the opportunity for small group instruction, tutoring, cross-age activities, and after school clubs.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	4	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	54	26
Grades 3-4	70	72
Grades 4-5	72	65

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

School counselors and teachers provide direct instruction on violence prevention using "Second Step". The Olweus Bullying Prevention Program will be implemented in 2004-2005. Our discipline program is based on six pillars of character: respect, responsibility, fairness, caring, trustworthiness and citizenship. Positive recognition is given to students who demonstrate success in academics and in the character traits. Staff training is provided to ensure a safe and healthy learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Diane Veine	(480) 967-8336
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Erna Aparicio	(480) 967-8336
School Nutrition Programs	Anita Cruz	(480) 967-8336
Parent Organization	Carrie Williams	(480) 833-2490
Student Health/Nurse	Patricia Craven	(480) 967-8336

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.